# STATE BOARD ADVISORY PANEL FOR SPECIAL EDUCATION

The Arizona State Advisory Panel for Special Education held a meeting at the Arizona Dept. of Education, 1535 W. Jefferson, Room 417, Phoenix, Arizona, on September 17, 2013, from 9:30 am – 3:30 p.m.

Members Present	Others Present
Kristina Blackledge M. Diane Bruening, Ed.D. Lara Bruner Patricia L. Carey Susan Douglas Gena Garland David Kendall Grant Amanda Heyser Robert Hill, Ed.S. Dr. Ida Malian, Vice Chairperson Leanne Murrillo Edward O'Neill Kimberly A. Peaslee Laura Schweers Christopher Tiffany Nancy K. Williams, Co-Chair	Angela Denning, ADE/ESS
Members Absent	
Ashley Hafner Lisa Soeby	
Minutes Approved (As Read)(As Amended)	
Chairperson:	
Signature	Date

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	Topic Discussion		Outcome	
1.	Call to order.	Nancy Williams, Co-Chair, called the meeting to order at 9:37 a.m.	1.	None.
2.	Approval of June 18, 2013 minutes.	Kristina Blackledge discovered a typo in the minutes. Kimberly A Peaslee made a motion which was seconded by Dr. Ida Malian to approve the minutes of the June 18, 2013 meeting as corrected.	2.	Motion carried.
		The motion was approved.		
3.	Public Comment.	Dr. Ida Malian, Co-Chair, welcomed the public in attendance. She explained to those present the procedures for making a comment. Anyone wishing to comment on an agenda item was asked to fill out a `brief questionnaire stating which agenda item they wished to comment on. That person would then be called on when that item was discussed. Anyone wishing to comment on an item not on the agenda was asked to come forward at that time.	3.	None.
4.	Welcome and Introduction of New Members.	Edward O'Neill, Vice Chairperson, welcomed four new members to the Panel. The new members are: Kristina Blackledge, Lara Bruner, Gena Garland and Lisa Soeby.	4.	None.
		The new members attended an orientation meeting the previous evening.		
		There is still one vacancy on the Panel – A Representative from the State Juvenile Detention Agency.		
		Call to the Public		
		Angela Denning honored Susan Douglas for her work on the State Personnel Development Grant (SPDG) and Arizona Response to Intervention (RTI). Mesa Arts Academy will be declared a Lighthouse School for response intervention in improving reading and mathematics for all students. Susan Douglas is the administrator of the Mesa Arts Academy. She also represents public charter schools on the Special Education Advisory Panel (SEAP).		
		The Lighthouse accomplishment is a culmination of six years of professional development, technical assistance provided by the Arizona Department of Education, Exceptional Student Services (ADE/ESS) and staff reading and math coaches working with teachers. All the assistance was provided by the SPDG grant.		
5.	Center for Technical Assistance for Excellence in Special Education.	John Copenhaver, Director of Technical Assistance for Excellence in Special Education (TAESE) updated the Panel regarding his opinions of current regional and national hot topics. [Attachment 1]	5.	None.
		Mr. Copenhaver briefly reviewed the six major functions for the SEAP under IDEA.		

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### Issue 1: State Systemic Improvement Plan (SSIP)

[This is emerging out of the Office of Special Education Programs (OSEP). The indicators under the State Performance Plan (SPP) have changed. Instead of 20 indicators in Part B of IDEA there will be 17 indicators. This hasn't been formally adopted yet, but if it is approved, there will be a new Indicator 17, the State Systemic Improvement Plan.]

- Arizona and Maryland are piloting the new program.
- Annual Performance Plan (APR) indicators have been modified.
- First SSIP due February 2015.
- Role of the Advisory Panel is yet to be determined.

### Issue 2: Common Core Standards

- 47 states involved
- How will this impact services for children with disabilities?
- Special education staff and parents will need information and training on this shift.

### Issue 3: Sequestration Cuts

- Forced Cuts; 5 10% cuts at the State Education Agency level
- Head Start cut by \$669 million
- IDEA cut by \$973 million

## Issue 4: Results Driven Accountability (RDA)

- Last year, the Office of Special Education Programs (OSEP) began talking and asking stakeholder input regarding Results Driven Accountability (RDA).
- OSEP is developing a results-oriented accountability process.
- There will be more attention paid to the results indicators.

## Issue 5: Fiscal Accountability

- Part of the general supervision responsibility
- All states will receive an OSEP fiscal monitoring to establish a fiscal baseline.
- Many states have reduced state special education funding and have asked for waivers from OSEP.

## Issue 6: Elementary Secondary Education Act (ESEA) Waivers

- "No Child Left Behind" is left behind. NCLB is a dying acronym. States have been allowed to submit ESEA waivers that, if approved, excuse them from NCLB requirements, but establishes new accountability requirements.
- When ESEA is reauthorized, federal accountability standards will apply.

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Issue 7: School Climate and Safe Schools and Bullying

- Incidents throughout the United States where children bullied directly or become victims of cyber bullying.
- The number one issue with the Office of Civil Rights is complaints relating to school climate.

## Issue 8: Virtual Special Education

- The Individuals with Disabilities Education Act (IDEA) was last reauthorized in 2004.
   Virtual education was not an issue in 2004. The current regulations are silent on the issue.
- Advancements in technology have outpaced the IDEA regulations.

### Issue 9: Autism

- Number of children with Autism increases every year.
- Autism is going from a low to a high incidence.

### Issue 10: Mental Health

- Our country does a fairly good job in addressing the needs of students with physical and health care needs. There is more stigma in relation to individuals with mental health needs.
- There are growing numbers of students with mental health problems and a need for services.

Mr. Copenhaver fielded questions from the Panel.

### Teacher Certification

Dr. Lisa Aaroe, Director of Recruitment and Retention, ADE/ESS updated the Panel on recent activities.

ADE and a stakeholder group held approximately nine separate meetings to discuss proposed certification changes. This effort was initiated about 1 ½ years ago. The initial goal was to focus on certifying across the spectrum only in the disability category of intellectual disability. Dr. Aaroe informed the Panel that she would explain why the stakeholder group changed its focus once it began its discussions and research. [Attachment 2]

Dr. Aaroe outlined current certifications offered in Arizona. For special education certificates, Arizona certifies by category of disability.

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Stakeholder group research showed that certification in the 1970s was very categorically dominated. In 1977 the Council for Exceptional Children (CED) adopted non-categorical standards. In the early 80s there was a non-categorical approach. In the 90s the push was for inclusion.

Dr. Aaroe shared a CEC article with the Panel. It showed that there are three different types of certifications in special education throughout the United States. There is a generalist, a categorical, and one that is based on the level of severity.

A generalist certificate basically states that the individual can teach special education. It doesn't specify the level of severity nor does it specify the disability category. The stakeholder group discovered that only two generalist certificates are purely generalist. The rest of the certificates are generalist but then they also have a component for mild/moderate severity category.

Only 33 percent of the states, nationwide, still have a categorical certification.

Dr. Aaroe reviewed the reasons the stakeholder group is proposing changes to Arizona's special education certificates.

- Heightened reciprocity
- Better retention
- Easier to hire in rural areas
- Easier to be certified across the continuum

Dr. Aaroe reviewed the current requirements for special education certification and then compared them to the proposed changes. The stakeholder group made sure that it was cognizant of the current universities' programs with its proposed changes. The group didn't want universities to have to revamp their programs.

There is a myth that Emotional Disability (ED) was going to be placed in the mild-moderate and severe/profound categories. ED will only be in the mild-moderate category.

The foundational courses for mild-moderate and severe-profound are similar. Once the foundational courses are covered an individual then chooses the specialized classes they are interested in.

Dr. Aaroe discussed the method that an individual who has a mild-moderate certificate can use to obtain a severe-profound certificate.

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Dr. Aaroe fielded questions and concerns from the Panel.

SELECT (Special Education Learning Experiences for Competency in Teaching) courses have been evaluated and those classes that have been cancelled due low interest have been removed from the current list of classes. New classes are being evaluated and considered for SELECT.

The new SELECT courses will be centered on what new special education directors need. The new classes will start in Spring 2014. The teacher-focused classes will begin in Fall 2014.

Ms. Williams asked Panel members to send further questions regarding the proposed changes to the special education certificates to Lisa Aaroe at <u>Lisa.Aaroe@azed.gov</u>.

The ESS Recruitment/Retention area has designed some brochures regarding OT, PT and SLP (Occupational Therapy, Physical Therapy and Speech Language Pathologist) opportunities in Arizona. They will be sent out to universities in other states that have OT, PT and SLP programs. The brochures contain information such as average starting salary in Arizona, cost of living in Arizona, and things to do in Arizona.

ESS staff members speak to university classes. They also attend national and state recruitment fairs for related services providers and special education teachers.

The AZ-TAS (Arizona Technical Assistance) document for OT and PT is being revised. An OT and PT group has been assembled to review the current document. The new document should be available in about 6 months.

## 7. Common Core Updates

Audra Ahumada, Alternate Assessment Director, Arizona Department of Education (ADE) updated the Panel on staff changes to the Assessment Division.

Ms. Ahumada introduced the new Program Project Specialist in the Assessment Division, Margaret Bowerman.

The ADE PARCC (Partnership for Assessment of Readiness for Colleges and Careers) director has resigned. The Assessment Division is in the process of hiring a new director.

Ms. Bowerman is working with the PARCC group and is also on the Technology Readiness Team.

Select Arizona students will be taking the PARCC field test this year as part of Arizona's role in the PARCC Consortium. Even though the State Board of Education (SBE) hasn't yet

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determined that PARCC will be the State of Arizona's final assessment, the state is going to do this field test as part of its role in the Consortium. The districts and charters that were selected have been notified by ADE. Their notification informed them which grade and subject they will be field testing.

The field test window is coming up. Sites taking both the Performance Based Assessment (PBA) and End of Year (EOY) Assessment have a testing window of March 24 – April 11. Sites just taking the PBA will test between March 24 and April 25. The EOY Assessment window is May 5 – June 6.

Many individuals are asking, "What will the testing look like?" Many believe that this testing will look a lot like AIMS: the whole school closes down at one time and all students are being tested at once. This test will be run similar to how classrooms are currently run. Students will either be in a computer lab or will have computers brought to the classroom. Students will take the assessment as part of their learning environment experience.

The amount of testing and the time of testing will also look different. Most of the assessments are going to take about an hour to 2 hours at the most. This includes all of the administrative pieces as well.

Districts will have the ability to cache the information. Districts who do not have this capability will receive additional supports to download the information to their servers.

The PARCC Consortium has created an Accommodations and Accessibilities features document. It is currently in draft form. Changes will be ongoing as issues crop up. General accommodations for all students include: paper for brainstorming, ability to change font sizes, spell check and a pop-up glossary. Accommodations that are just for students with disabilities include: descriptive video, paper and pencil edition (if determined by IEP team), calculation devices and mathematics tools and the braille notetaker.

Every student will have a personal needs profile. The IEP team will help create the profile for a child with disabilities. The child's accommodations will be available when he/she logs in to take the test.

The guidance for schools on the technology platform and how to develop a personal needs profile will be included in the test administration manual.

Ms. Bowerman fielded questions from the Panel.

Individuals interested in additional information on the new state assessment can sign up to

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receive information. The link can be found on any Assessment page on the ADE website. Individuals who join the mailing list will receive a monthly newsletter with information related to PARCC.

Angela Denning, Deputy Associate Superintendent, ADE/ESS reminded the Panel that the SBE and ADE are unwavering in their commitment to the new, rigorous standards adopted in 2010.

Arizona remains a governing state in PARCC.

In order to ensure that the final assessment selected is rigorous, cost efficient, and aligns with Arizona's education priorities, the SBE and ADE will issue a Request for Information (RFI) soon.

Ms. Ahumada reported that at this time Arizona hasn't adopted new science standards therefore there isn't a need to create a new assessment. However, this may soon change. When this happens, a new assessment will be created to address science.

Panel members and ADE staff discussed the training needs for administrators, teachers and students on the new state assessment.

[Break for Lunch] [Meeting reconvened at 12:48 p.m.]

Ms. Ahumada updated the Panel on the National Center and State Collaborative (NCSC).

Arizona is also a lead state for NCSC. Ms. Ahumada sits on the Management Team and many of the subcommittees that have been developed.

NCSC recently finished a workgroup for the participation guidelines. They will inform the two general consortia about who participates in an alternate assessment. The guidelines have been submitted for review but haven't been finalized yet.

Ms. Ahumada also sits on a national task force for students with disabilities. It is comprised of the six consortia – two general, two alternate, and two ELP (English Language Proficiency). Ms. Ahumada met with task force members the previous week. They discussed accommodation manuals and participation guidelines.

The NCSC Consortium has finished working on the parent resources. They were finalized the previous week. They will be printed and previewed with a parent group. Ms. Ahumada would like to share the information with the Panel as well.

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Ms. Ahumada is working to create a toolkit for parents which will be comprised of resources from several consortia that Ms. Ahumada is involved with. Assessment is currently determining the location of the information.

NCSC is continuing to roll out the math supports. A CD has been created that includes the electronic resources that NCSC has released.

NCSC is recording shorter webinars based on feedback from the field. The shorter versions will cover fewer topics so that participants can better absorb the information. Also, due to the size of the recordings, Ms. Ahumada is having difficulty disseminating the information. She is currently working on a location for the information that can be easily accessed.

The technology specifications for NCSC have been released. They will be posted on the AIMS-A webpage.

PARCC is having a difficulty supporting Linex and is currently working to correct this. NCSC already supports Linux. However, at the current time the NCSC assessment will not support devices with IOS software. This is typically the IPod and the IPad.

Ms. Ahumada is currently working on the accommodations manual and the test administrators' guideline book for NCSC.

ADE will also have online modules that school districts will go through as a test coordinator and then as a staff member administering the test. This is a shift for Arizona. Currently ADE trains the test coordinator and then the coordinator trains the rest of the staff. ADE is now going to require test administrators to go through a certification as a test administrator before they can administer the alternative assessment for NCSC.

NCSC will also be field testing in Arizona.

Ms. Ahumada informed the panel that she would be presenting before the State Board the following week. She would be requesting their approval to field test all students in Arizona and not test in AIMS-A for only ELA (English Language Arts) and Mathematics.

Ms. Ahumada participated in item and content reviews of the NCSC items. She feels that Arizona has been on the right track with the alternate assessment. She reported that the NCSC assessment will look similar to what Arizona already has. One new component is that the new assessment will assess writing. The current Arizona alternate assessment doesn't assess writing.

Ms. Ahumada fielded questions from the Panel.

The Assessment Unit has been collaborating with other units within ADE. Ms. Ahumada has given several presentations within the ESS realm.

There was a teacher's conference during the summer where staff members talked about the shift in instruction. Topics included: what shifts have to be made, what practices they have to have for technology, etc. All of the sessions were centered on these items. Assessment staff had co-presenters who represented standards in mathematics and standards in ELA. There was a presentation from PARCC and ESS (Are your students with disabilities ready for the PARCC assessment?).

There has been a lot of collaboration between units and an increased number of trainings geared toward helping teachers and schools/charters make the shift to the new instruction.

Ms. Denning reported that ESS Recruitment and Retention is working on increased trainings with WestEd.

8. Exceptional Student Services.

Ms. Denning informed the Panel that the U.S. Department of Education website has places for public input on Reauthorization of IDEA. However, there isn't any discussion regarding IDEA Reauthorization right now because the Legislature still hasn't reauthorized ESEA (Elementary and Secondary Education Act).

ADE/ESS received a letter from The Office of Special Education Programs (OSEP) (Melody Musgrove and Gregg Corr) thanking us for allowing them to come and partner with Arizona to pilot the results driven accountability monitoring in May. The letter explained why they chose Arizona: "because all of the hard work that Arizona has been doing in trying to work together and collaborate".

Arizona has received its Determination letter from the U.S. Department of Education's Office of Special Education and Rehabilitative Services (OSERS). Due to shift in focus from compliance to results driven accountability OSERS is establishing a results matrix. OSERS reviews all of the compliance indicators and then the state is scored on whether or not it is in compliance. Ms. Denning explained the scoring and reviewed Arizona's scores. Based on the new matrix Arizona scored in "Meets Requirements". The data used for the determination was from the 2011-2012 school year. [Attachment 3]

The new matrix was introduced at the National Association of State Directors of Special Education (NASDE) national conference last year. Directors are hoping that they receive more

None.

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specifics with the results matrix at this year's conference.

A new state profile has been developed so that states can be compared nationally. Ms. Denning reviewed the look and contents of the profile. However, in its current format it isn't easily understood. ESS plans to review the profile and attempt to create an easier format for individuals to understand and discuss.

Ms. Denning will be posting the Determination Letter and the State Profile on her blog on the ADE/ESS website.

Per ARS 15-764, ADE is working with the Department of Health Services (DHS) in creating an Intergovernmental Service Agreement (ISA) to put forth steps in how we work together when there are issues with placements. Most often this comes up with the regional behavioral health services [Regional Behavioral Health Authorities (RBHA's)] when placing students in a residential treatment center. Most of the new ISA is the same. However, there is a new section regarding how disputes are solved.

Ms. Denning gave a brief history on how and when the teacher and principal evaluation was created. [Attachment 4]

SB 1040, that directs the SBE to adopt and maintain a model framework for teacher and principal evaluation that includes quantitative data on student academic progress.

Arizona started with the Highly Qualified requirements which came from No Child Left Behind. The state then transitioned that to Highly Effective. In order to measure highly effective, there needed to be a way to measure effectiveness. This led to other federal and state legislation.

Arizona is now focusing on how to implement the teacher evaluations.

Panel members discussed the evaluations that are being used in their districts/charters.

Based on the SBE guideline, teachers are placed in Group A or Group B. Teachers in Group A have an assessment (such as AIMS) that can be used to measure student proficiency. Group B teachers have limited or no available classroom level data.

Ms. Denning reviewed the framework used to evaluate teachers. Areas include: school level data, teacher performance, and classroom level data. There are many ways that each area can be weighted and used. PEAs, using the framework, determine how to weight each area.

Panel members discussed their concerns with the weighting of the teacher evaluation.

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HB 2823 added more specificity to "implement a framework".

With the ESEA waiver, Arizona has to have four performance classifications. The four classifications are: highly effective, effective, developing and ineffective.

Evaluators need to be trained on what they are seeing in classrooms. The special education classroom environment may not look like what they are used to seeing.

HB 2500 more specifically defines items regarding teacher evaluation. One of the most important items is that the school board can waive the requirements of a second classroom observation if the teacher is in one of the two highest performance classifications.

The framework now also needs to measure student growth.

Specificity to teacher evaluations has been better defined as the SBE has received feedback from the field.

Arizona applied for, and was approved for the ESEA waiver. Arizona is now going through the renewal. ESEA Waiver Monitors will be in Arizona in November to monitor the waiver implementation.

Arizona's Model for Measuring Educator Effectiveness (Version 4.03) was developed by ADE with assistance from WestEd's Regional Educational Laboratory (REL). Four district Local Education Agencies (LEAs) and one charter LEA piloted the process during the 2012-2013 school year. These LEAs fully implemented the instrument in the 2013-2014 school year.

The Arizona Model for Measuring Educator Effectiveness is aligned to the Arizona Framework for Measuring Educator Effectiveness with these three components and percentages:

Teaching Performance Component 50% (60 Points) Student Academic Progress Component 33% (40 Points) Survey Component 17% (20 Points)

Ms. Denning fielded questions from the Panel.

ADE has supported LEAs in their implementation and design of their teacher and principal evaluation by holding summits. ADE has asked district-level or charter-level teams to come in and walk through the process. They started in in 2011 and are still being held. One in February focused on helping build the common core into the evaluation. The next one will look more heavily at common core but will also focus on differentiation between general education

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Discussion Topic Outcome and special education for Group B teachers. ESS would like to be involved in this summit. This item was tabled to the November meeting. Nicol Russell, Director, Early Childhood Early Childhood Special 10. None. Education (ECSE) special Education (ECSE) was unavailable. 10. Special Education Advisory 11. Approved. Ms. Williams explained to the new members that there are SEAPs across the country that Panel. create subcommittees when a topic is introduced that lends itself to smaller group discussions. Ms. Williams asked the Panel if they felt that any topics discussed during the day's meeting needed to be discussed in smaller groups. Panel members discussed topics that they would like more information on at future meetings. Panel members discussed their concerns on "research-based instruction" vs. "evidence-based instruction" wording in the guidelines for the proposed changes to the special education teacher certificates. Susan Douglas made a motion to "recommend to Dr. Aaroe that she consider changing the course names of the coursework in specialization courses for mild-moderate to research- and evidence-based instruction math and research- and evidence-based instruction ELA". Edward O'Neill seconded the motion. Panel discussion followed. The motion was approved. The Panel reviewed the 2013-2014 SEAP calendar. The location has been moved to the ADE building on 3300 N. Central Ave., 16<sup>th</sup> Floor, Room 100/101. Panel members will be sent parking instructions with the November meeting reminder. Panel members will receive an updated calendar. Key Points for September 17, 2013 SEAP Meeting: **Hot Topics** State Systemic Improvement Plan (SSIP) Common Core Standards Sequestration Cuts Results Driven Accountability (RDA) Fiscal Accountability Elementary Secondary Education Act (ESEA) Waivers

School Climate and Safe Schools and Bullying

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13. None

Virtual Special Education

Autism

Mental Health

Arizona is one of two states chosen by OSEP to pilot Results Driven Accountability Offering advisement to the proposed certification changes

NCSC assessment is not going to be able to be accessed through an IPad or Android device

PARCC assessment is able use the IPad 2, running IOS 6 (with 512mb RAM or greater) as well as the Android 4.0 (with 512mb RAM or greater). The screen size needs to be 9.5 inches or larger.

Pilot of ADE's Teacher Evaluation for smaller/medium sized districts/charters

## 13. Members Reports from the Field

### Gena Garland (Department of Corrections)

• Teacher evaluations and how to put them into MAP. (MAP is the new statewide state employee appraisal system)

Christopher Tiffany [Raising Special Kids (RSK)]

- Common core
- Autism
- Has data from the transition of the Parent Information Network to Raising Special Kids;
   would like to share at a future meeting

## Susan Douglas

• Support and professional development for fiscal responsibility for charter schools

### **David Kendall Grant**

- Parent Question/child with Down 's syndrome: Uses an IPad at home and brings it to school; friction from the school about use of it in the classroom. How do the parents approach the school about use of the device. [IEP team and contact RSK.]
- Parent Question: Integrating equipment provided by Vocational Rehabilitation in the classroom; parent needs resources and guidance

### Kristina Blackledge

- Participated in a group called Partners in Policymaking (parent training program)
- Part C to Part B transition difficult for families
- Need better collaboration between agencies; understanding of collaboration for parents
- · Parent Rights training
- Parents feeling isolated; not feeling included in parent organizations at school

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- Significant discrepancy model
- Accountability within public school; students are coming to private school 2-4 years behind (from small population of private school staff)
- Concern about quality of some private day schools that aren't approved by ADE but are able to accept ESA funds
- Use of ESA funds

### M. Diane Bruening, Ed.D.

Conversation about more accountability and less money amount special education officials

## Kimberly A. Peaslee

- Panel in unique position to hear full spectrum about special education needs
- Would like to hear more about updates with children with mental health issues; help for schools

### Nancy K. Williams

 Kathleen Rahn, Arizona Association of School Psychologists (AASP) [Public Comment]

Introduced her organization and provided brochures the Panel; how AASP can support SEAP efforts

### Leanne Murrillo

- Addressing Kristina's concerns: Recreation cities: most cities have adopted recreation programs that schools can refer to other than DDD (Department of Development Disabilities)
- There are over 400 centers for independent living throughout the United States
- Leanne is available for any parents or teachers in Maricopa County that want ABIL services

## Amanda Heyser

- Confusion for parents for definition of related services and supplemental support services
- LEAP applications from Pilot Parents; can apply to attend programs for free

The next SEAP meeting is scheduled for November 19, 2013. It will be held at the Arizona Department of Education, 3300 N. Central Ave., 16<sup>th</sup> Floor, Room 100/101, Phoenix, AZ.

14. Adjournment.

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Agenda items for future meetings:

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Transition Conference Recap Virtual Education

The meeting was adjourned at 3:37 pm.